

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Lauren Young
What is the performance task for your unit?	<p>Goal: Students will create a movie trailer.</p> <p>Role: Students are movie makers and actors.</p> <p>Audience: Some History Channel executives will be watching the finished product.</p> <p>Situation: The focus of the trailer will be an average person and how the life was in the 1920's.</p> <p>Product/Presentation: Create a movie trailer for a History Channel mini-series in order to show knowledge and understand of the 1920's.</p> <p>Standards (Criteria from both rubrics - product and presentation):</p> <p><u>Product rubric:</u></p> <p>Duration of iMovie 25%</p> <p>Soundtrack- Emotion 20%</p> <p>Point of View 15%</p> <p>Point of View- Awareness of Audience 15%</p> <p>Economy 15%</p>

	<p>Economy 10%</p> <p><u>Presentation rubric:</u></p> <p>Enthusiasm 10%</p> <p>Comprehension 30%</p> <p>Content 25%</p> <p>Collaboration with peers 15%</p> <p>Preparedness 10%</p> <p>Props 10%</p>
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Students will use iMovie to create the project. Students may use audio editing software (such as Garage Band) and photo editing software (such as Photoshop and iPhoto) as well.
Lesson # in which students will create the performance task	Students will create the performance task in lesson 5.

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Content	http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtID=4	I can introduce this in the first lesson, where they will all be making an iMovie.
Script	http://filmshortage.com/the-short-guide-to-making-an-awesome-short-part-1-scripting/	This website will be introduced early in the lesson as it has a multitude of tips on creating a short film.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Video taking	http://www.videomaker.com/tips-to-get-started	Lesson #1 has a final product that is also an iMovie so students will be familiar with it already.
Audio editing	http://www.apple.com/support/imovie/tutorials/audio_tips/	Students will be making an iMovie earlier in the unit to show how Technicolor changed the entertainment industry.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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Editing an iMovie	http://www.maclife.com/article/feature/12_cool_tips_and_tricks_imovie_%E2%80%9911	I can introduce this in lesson 1 as well because

		tips on editing an iMovie are helpful before/while making an iMovie.
Adding music to an iMovie	http://www.dummies.com/how-to/content/how-to-import-audio-into-imovie-09-projects.navId-323836.html	I can also introduce this in lesson 1.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Exporting an iMovie	https://connect.mybps.org/groups/bpsoiit/wiki/8d43e/Exporting_iMovie_to_Different_Formats.html	I will introduce this after lesson 6, when talking about the final unit project.
Emailing an iMovie	http://www.youtube.com/watch?v=k3fhlnzAzz8	I can introduce this in lesson 1 so my students can email their

		projects to me.
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Uploading an iMovie to YouTube	http://www.youtube.com/watch?v=RSLlmsGdnw	I will introduce this after lesson six, because the iMovie from lesson 1 will not be uploaded to YouTube (unless the individual student wants it on their channel).

Sharing iMovie in Google Drive	https://docs.google.com/document/d/1QAEHk2HxjD1ANPvF9R5BY3PRLhE5FrvYBM05fdLJKP8/edit	I can introduce this in lesson 1 or after lesson six for students to upload their movies to Google Drive.
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